DOCUMENT RESUME

ED 363 567 SO 023 548

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TITLE	Regulating Equality: The Development of an Equity Board for Faculty, Students, and Staff.
PUB DATE	Apr 93
NOTE	21p.; Paper presented at the Annual Meeting of the Central States and Southern States Regional Speech Communication Association (Lexington, KY, April 1993).
PUB TYPE	Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrative Policy; Biracial Committees; *Equal Education; *Equal Protection; Governing Boards; Higher Education; Institutional Environment; Policy Formation; *Racial Bias; Racial Discrimination; *Sex Discrimination; Social Discrimination; Standards; *Work Environment
IDENTIFIERS	Walsh College OH

ABSTRACT

This paper discusses the development of an equity board that grew out of an ad hoc gender issues committee at Walsh College in Ohio. The document discusses the history and background of the equity board. The original committee members expanded their focus to produce a discrimination policy. This policy was designed to fulfill two major purposes: (1) to state to all members of the college community that discrimination, intimidation, and any type of harassment, including that related to gender, religion, race, ethnicity, or sexual orientation, would not be tolerated; and (2) to assure, by the balance of the sex, race, and ethnicity of its members, a confidential and clearly delineated process by which grievances could be addressed. This paper suggests that the equity board avoided the pitfalls of other grievance procedures in that the policies are clear, the procedures timely, and the support system neither sex segregated nor marginalized within the institutional power structure. Decisions of the board go directly to the president of the university for implementation within 30 days. Information is included on the evaluation procedures used during educational sessions on the university campus when the policy was first implemented. This document includes a copy of the complete discrimination policy, a question and answer sheet describing the policy, an informational sheet delineating the purpose and listing members of the board, a draft of the complaint form, a sexual harassment checklist, a documentation form, handouts on differences in communication style, an evaluation form, and a 20-item print and audio-visual bibliography. (DK)

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Regulating Equality: The Development of an Equity Board for Faculty, Students and Staff

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Panel Presentation by:

Penny Bove
Lynn Hutchinson
Sandy Lopez-Baez

Walsh University

Central States and Southern States Regional
Speech Communication Association Annual Conference

Lexington, Kentucky
April, 1993

SO 023 548

Presentation Overview

Introduction

An ad hoc Gender Issues Committee convened in 1990 to discuss gender inequities and harassment on the Walsh College (now Walsh University) campus. The three presenters were active members of that voluntary group. Since that time, the original committee members expanded their focus to produce a Discrimination Policy. This policy and the grievance procedures contained within it were approved by the Administrative Council and the Board of Trustees of Walsh College in 1992. The Interim Equity Board, consisting of the original members of the Gender Issues Committee as well as new members representing all campus constituencies, began its work immediately. Educational sessions started in the fall of 1992. In the spring of 1993, each constituency (students, faculty, support staff, professional staff, and administration) elected two members to serve on the Equity Board for one-year and two-year terms, thus preserving a continuity of membership through rotating terms.

History

Sandra Lopez-Baez will present the history and background of the Equity Board. As the chair of the Gender Issues Committee, she wrote the progress reports and presented the Discrimination Policy to the Administrative Council. Penny Bove and Lynn Hutchinson served on the Administrative Council at that time. The Discrimination Policy was designed to fulfill two major purposes. First, it stated to all members of the Walsh community that discrimination, intimidation, and any type of harassment--including that related to gender, religion, race, ethnicity, or sexual orientation--would not be tolerated. Second, the development of the Equity Board, balanced so far as possible by the sex, race, and ethnicity of its members, assured a confidential and clearly delineated process by which grievances could be addressed. As conceptualized and later implemented, the Equity Board avoided the "pitfalls" of other grievance procedures. The policies are clear; the procedures are timely; the support system is neither sex-segregated nor marginalized within the institutional power structure. Decisions of the Board go directly to the President of the University for implementation within thirty days.

Implementation

When the Discrimination Policy went into effect, much confusion--which led to inaccurate speculation--existed on campus. In the fall of 1992, education sessions for all campus constituencies began. All first-year students gathered to hear a general presentation by board members. This presentation was followed by small-group sessions facilitated by the presenters. Sessions for professional,

support, and executive staff followed during the Fall Semester. Two sessions for faculty were presented during Spring Semester, 1993. These education sessions will continue in the future. Lynn Hutchinson will present information on the ways in which the sessions were tailored for each audience through the use of video-tapes, role-playing, visual aids, and discussion. Because discrimination and harassment are viewed as communication behaviors based on the concepts of power and control, aggressive, submissive, assertive, and defensive-reactive interactions will be emphasized.

Evaluation

Penny Bove will present information on the evaluation procedures used during the educational sessions. Two questionnaires were distributed to the Walsh University community. First-year students responded to a questionnaire about their understanding of discrimination and the University's Discrimination Policy. They also completed an open-ended survey describing any incidents they had experienced. Employees responded to a questionnaire about their harassment experiences on campus. Preliminary results and implications will be addressed.

Discussion and Materials

To assist others in developing policy, implementation plans, and evaluation procedures, a question/answer session will follow the three segments of this panel presentation. The following items are included in the presentation packet:

1. The complete Discrimination Policy
2. A question/answer sheet describing the Policy
3. An informational sheet delineating the purpose and members of the Interim Equity Board for the 1992/93 academic year
4. A draft of the Complaint Form
5. A Sexual Harassment Checklist for use by Board members
6. The Documentation Form--an official record of those in attendance at educational sessions
7. A handout/transparency, Differences in Communication Styles, used in all sessions
8. A second handout, Interactions, Expectations, and their Effects, which describes hierarchical, equalitarian, and hostile or non-productive working/learning environments
9. The evaluation form distributed to students
10. The evaluation form distributed to employees in all other constituencies
11. A bibliography (compiled by Melanie Roll, Equity Board member and Walsh University Library employee) of all written materials purchased and all audiovisual materials reviewed and purchased.

WALSH COLLEGE
North Canton, Ohio

DISCRIMINATION POLICY

SEXUAL HARASSMENT

It is the stated policy of Walsh College to promote and maintain a campus environment free from all forms of discrimination, intimidation, and exploitation, including sexual harassment. The use of one's institutional position or authority to promote discrimination against any individual or group or to solicit unwelcome sexual relations with a member of the Walsh College community is incompatible with the mutual trust and respect among the College community fundamental to the mission of the College. Discrimination and sexual harassment are considered unethical and unprofessional activities, especially when they involve persons of unequal power, authority, or influence. Furthermore, discrimination and sexual harassment are illegal under Title VII of the 1964 Civil Rights Act.

DEFINITION

Singling out, excluding, or demeaning any individual on the basis of gender, religion, sexual orientation, race, or ethnicity is considered to be a discriminatory behavior. Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical contact of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of such contact by an individual is used as the basis for academic or employment decisions affecting the individual; or
3. such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive working, educational, or living environment.

Sexual harassment includes the following examples:

- verbal demeaning remarks that are lewd, obscene, or sexually suggestive in the form of jokes, teasing, or insults directed at a person or group
- inappropriate behavior of touching, pinching, patting, fondling, kissing, or cornering
- pressure for dates and/or sex
- requests for sex in exchange for grades, salary raises, or promotion.

STATEMENT OF POLICY

Discrimination and sexual harassment are expressly forbidden and will not be tolerated or condoned by Walsh College. In accordance with the Mission Statement and compliance with non-discrimination laws, Walsh College regards freedom from discrimination and sexual harassment an individual employee and student right protected by policy. Any member of the Walsh College community violating this policy is subject to disciplinary action (i.e., restitution, suspension, and/or dismissal).

The Equity Board of Walsh College investigates alleged incidents of discrimination and/or sexual harassment at Walsh College. This Board balanced so far as possible by gender, race, and ethnicity consists of 10 elected members, two from each of the following College constituencies: students, faculty, support staff, professional staff, and administration. The names of the members of the Equity Board will be posted.

The purpose of the Equity Board is to provide a way that will allow an employee or student to bring to the attention of the College acts of discrimination and/or sexual harassment. Cases of alleged discrimination and sexual harassment involve sensitive issues and require special attention to ensure confidentiality and fairness. Dissemination of information concerning allegations of discrimination or sexual harassment will be strictly limited on a need-to-know basis. Every effort will be made to safeguard the privacy and reputation of all individuals involved, and to protect those involved from unprofessional, inappropriate, or retaliatory action resulting from an initial report or complaint, and any subsequent investigation or proceedings.

RACIAL/RELIGIOUS HARASSMENT

When any member of our educational community is threatened by discriminatory acts, our fundamental freedoms are threatened. Racial and/or religious harassment is generally defined as an act or communication causing emotional stress specifically addressed to individuals or groups intended to harass, intimidate, or humiliate an individual or group because of race, ethnicity, religious preference, sexual orientation or national origin. Members of the Walsh Community must stand against assaults upon the dignity and value of any individual.

Walsh College is committed to freedom of expression, however, the value of free expression is undermined by acts of racial harassment that harass, intimidate, or humiliate members of the community or create a hostile or offensive campus environment. Protected free expression ends when prohibited discriminatory harassment begins.

It is imperative that members of the Walsh Community know that racial harassment will be addressed and will not be tolerated. The Equity Board will adjudicate issues of racial and religious harassment.

Definitions:

advocate — member of the Equity Board chosen by the respondent/complainant to act on behalf of the respondent/complainant at a hearing

formal — involves a hearing

informal — involves only the complainant, respondent, and Equity Board member(s) consulted by the complainant

no formal record — notes not forwarded to the Equity Board or parties involved

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Policy Statement approved by Administrative Council January 21, 1992.

Grievance Procedures approved by Administrative Council March 24, 1992.

GRIEVANCE PROCEDURES

Any employee or student who may have been a victim of or witnessed sexual/racial/religious harassment should do the following:

INFORMAL AND/OR FORMAL PROCEDURES

I. An employee or student who has a complaint should notify a member of the Equity Board as soon as possible after the incident has occurred.

A. Depending on the parties involved, the Equity Board member may request the presence of an additional Board member to hear the complainant present the verbal complaint or may refer the complainant to another Board member.

B. The Equity Board member explains the Grievance Procedures to the complainant and answers questions.

C. All discussions are confidential.

II. After consulting with the Equity Board member, the complainant may decide to proceed with one of the following:

A. **Initiate an unwritten informal complaint**

1. The complainant may want only to talk the situation over with someone and not want to pursue the matter further.

2. The Equity Board member respects the decision of the complainant.

3. No formal record of the consultation is filed.

B. **File an informal written complaint**

1. The complainant must submit in writing an overview of the harassment charges naming the respondent (alleged offender) and explaining the incident(s) and date(s) of occurrence.

2. No later than five (5) working days after receipt of the written complaint, the Equity Board member will notify the respondent of the complaint and arrange a time when the complainant, respondent, and Equity Board member will meet to resolve the complaint.

3. The Equity Board member's role is to resolve the complaint by acting as mediator between both parties. The complaint must be resolved to the satisfaction of **all** involved.

4. Within ten (10) working days of reaching a satisfactory resolution, the Equity Board member will provide all parties with a written summary of the outcome. This summary must be signed by the complainant, respondent, and Equity Board member.

5. The signed summary will be kept in a locked confidential file.

C. **Submit a formal complaint**

1. In the event the complaint is not settled informally, the complainant may submit the complaint in writing to the Chair of the Equity Board.

2. The Chair will choose five (5) Equity Board members to hear the complaint and serve on the Review Board.

3. A representative of the Equity Board may not be a member of the Review Board if he/she or kin is named in the complaint.

4. A respondent or complainant has the right to request revision of the appointed Review Board.

5. Copies of the complaint will be distributed to the Review Board members and respondent.

HEARING PROCEEDINGS

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I. A closed hearing will be conducted within fourteen (14) working days after receipt of the written complaint. All information, testimony, and records are confidential.

A. Both complainant and respondent may choose an advocate from the Equity Board to assist her/him during the hearing.

B. Although an attorney may be present, his/her function is limited to consultation only.

C. At this hearing, the complainant shall present her/his complaint, information, and witnesses relevant to the harassment incident(s).

D. The respondent has the right to submit relevant information and witnesses.

II. One of the Review Board members will preside over the hearing and read aloud the written formal complaint.

A. The respondent and her/his advocate will be given time:

1) to agree or disagree with the complaint;

2) to question all witnesses and complainant at the hearing.

B. The complainant and his/her advocate will be given time to question all witnesses and respondent at the hearing.

C. Review Board members may question the complainant, respondent, and witnesses.

D. The hearing will be audiotaped.

III. After all information and witnesses have been presented, the hearing will be adjourned.

A. The Review Board will meet after the hearing to consider the issues and reach a decision.

B. All deliberations are confidential.

C. Within three (3) working days the Review Board will meet with the complainant, respondent, and advocates to announce the decision.

IV. All parties will receive a written summary of the proceedings and decision. One copy will be locked in the confidential file.

V. The decision of the Review Board concerning disciplinary actions will be submitted in writing to the President of the College for implementation within thirty (30) days.

VI. The decision of the Review Board is binding upon all parties.

VII. The decision is reviewable or appealable only if due process has been violated.

APPEAL

I. Grounds for an appeal must be based on due process and explained in the appeal request.

II. An appeal must be submitted in writing within three (3) working days to the Chair of the Equity Board.

III. The Chair of the Equity Board will convene an Appeal Committee composed of:

A. Him/herself (or in the event the Chair was a member of the hearing in question another equity Board member).

B. A second Equity Board member who was not a member of the hearing in question.

C. President of the College or designated employee.

IV. The Appeal Committee will review all audio tapes and written information pertaining to the hearing in question.

A. Within five (5) working days the Appeal Committee will meet with the Review Board, complainant, respondent, and advocates to announce the decision.

B. All parties will receive a written summary of the Appeal Committee's decision.

C. One copy of this summary will be locked in the confidential file.

V. The decision of the Appeal Committee is final.

walsh College

GRADUATE STUDIES

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DID YOU KNOW?

The Interim Equity Board works to educate, inform, and aid in the implementation of the Harassment/Discrimination policy and procedures until Fall of 1993, when the Equity Board is elected as stipulated in the policy and procedures statement.

Members of the Interim Equity Board are:

Ms. Sherry Bossart
Athletic Office Coordinator/Tennis Coach
P. E. 200 - Ext. 504

Penny Bove, PhD
Asst. Professor, Behavioral Sciences Dept./Sociology
Sc. 014 - Ext. 257

Jonnie Guerra, PhD
Assoc. Academic Dean
FH 108 - Ext. 121

Anthony Hutchins (student member)
Box 354, Rm #315 Alexis
Phone# 966-0926

Lynn Hutchinson, PhD
Asst. Professor, Graduate Studies
Sc. 110 - Ext. 212

Jim Korcuska, M.A.
Director of Developmental Counseling,
FH 137 - Ext. 171

Ellen Kutz, RN
Director, Health Services
Alexis Residence Hall, 1st Floor South
and Rannou Campus Center
NOTE: Available 24 hours
Home: 7729 Cranford St. N.W.
Massillon, Ohio 44646
Phone: 832-3201

Sandra I. Lopez-Baez, PhD
Assoc. Professor, Graduate Studies
Sc. 231 - Ext. 231

Rick Niece, PhD (Ex-Officio)
Academic Dean
FH 110 - Ext. 120

Ms. Melanie Roll
Library Assistant
Farrell Hall - Ext. 181

Dick Ross, M.A.
Director of Business Internship
Director of Student Community Service Program
Physical Education Building 2nd Floor - Ext. 517

Jennifer Roche (student member)
Box# 371 - Rm# 320 Menard
Phone# 966-9570

Walsh University

Complaint/Harassment/Discrimination Form

Status: ___ informal
___ formal

Number _ _/_ _/_ _ _ _/_ _

Date: _____

A. 1. Name: _____ Telephone: _____

2. Street Address: _____

3. City and State: _____ Zip Code: _____

B. Type of alleged harassment/discrimination

1. Race or color _____ 2. Religion _____ 3. Age _____

4. National origin _____ 5. Disability _____ 6. Sex _____

7. Other (please specify) _____

C. What person(s) allegedly discriminated against or harassed you?

1. Name of person(s) _____ Telephone _____

2. Address: _____

3. City and State: _____

D. What action has been taken so far? _____

_____

_____

_____

_____

E. Have you previously filed a complaint with anyone in regards to this case? _____

If yes, with whom: _____

F. *Summary of complaint: _____

_____

_____

_____

1. Date(s) of incident(s): _____

2. Any other person(s) involved: _____

(If additional space is needed, you may attach additional sheets.)(Make sure you number each page.)

_____ _____

Signature of Equity Board Member Signature of Complainant

*Key on back.

Key

Who?

What?

When?

Where?

How?

How often?

How much?

Sexual Harassment Investigation Checklist

I. Name of complainant (at least first name, if the person wishes to remain anonymous)
II. Position
III. What happened? (questions for the complainant)
   1. WHO harassed you? (No name is needed yet, but the role of the person is an important element, for example, supervisor or fellow employee.)
   2. HOW did the harassment take place? (Try to get a very explicit description of the alleged harassing action. This is sometimes quite difficult because the victim is often embarassed by the event.)
   3. WHERE did it take place?
   4. WHEN did it take place? (date and time, if possible)
   5. If more than once, HOW OFTEN?
   6. How did you FEEL about it? What was your RESPONSE?
   7. In what way does the alleged harasser have POWER over the success (or other well-being) of the harassed?
      —at the present time?
      —in the future?
   8. Were there any WITNESSES? If YES, WHO?
   9. Did you tell anyone about your experience after the incident?
      If YES,
      WHO?
      WHEN?
      WHERE?
      WHAT DID YOU TELL HER OR HIM?
      WHAT WAS HER OR HIS RESPONSE?
   10. Do you think there might be OTHER VICTIMS?
   11. Do you have, or think that you can discreetly obtain, KNOWLEDGE OF OTHER INCIDENCES of sexual harassment by the alleged harasser?
   12. Do you know of (or perceive) any CONSEQUENCES or effects of your response?
      —Were they explicitly stated? How?
      —Implied? How?
   13. If some time has elapsed since the incident, have any CONSEQUENCES occurred? What? How?
   14. What would you like to have DONE?
      —for you?
      —for others?
      —with respect to the alleged harasser?
IV. Key decisions (for investigators)
   Has sexual harassment occurred? (If yes, continue; if no, go to "Options to proceed from here".)
   How severe is the harassment?
      Does it warrant emergency action?
      Does the matter seem suitable for informal resolution?
   What is the potential for retaliation?
      Can I protect the complainant? (be realistic!)
      How?
      How can the complainant protect her- or himself?
   What options is the complainant *willing* to pursue?
V. Consultation/referral/instructions (to the complainant)
   Options to proceed from here
      —If there is no harassment—how to counsel the employee
      —If there is likelihood of harassment—
         internally: what can employee do independently; what are the company's third-party processes?
         externally: legal options outside the organization, i.e., EEOC, State Human Rights/Civil Rights Commissions

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From: *A Resource Manual on Sexual Harassment*, New Hampshire Commission on the Status of Women, Sexual Harassment Task Force, 1983, and for that text, adapted from Miranda Associates.

Walsh Equity Board
Education Documentation

Name	Department	Date Attended

WALSH COLLEGE

Discrimination Policy

Q WHY DO WE NEED A DISCRIMINATION POLICY?

A TO PROMOTE AND MAINTAIN A CAMPUS ENVIRONMENT FREE FROM ALL FORMS OF DISCRIMINATION, INTIMIDATION, AND EXPLOITATION, INCLUDING SEXUAL HARASSMENT.

Q HOW IN HARASSMENT/DISCRIMINATION DEFINED?

A SINGLING OUT, EXCLUDING OR DEMEANING ANY INDIVIDUAL OR GROUP ON THE BASIS OF GENDER, RELIGION, SEXUAL ORIENTATION, RACE, OR ETHNICITY IS CONSIDERED TO BE A DISCRIMINATION BEHAVIOR.

Q WHAT IS THE EQUITY BOARD?

A 10 ELECTED MEMBERS, INCLUDING TWO STUDENTS WHOSE PURPOSE IS TO PROVIDE A WAY FOR STUDENTS AND EMPLOYEES TO BRING TO THE ATTENTION OF THE COLLEGE ACTS OF DISCRIMINATION AND/OR SEXUAL HARASSMENT.

Q AS AN EMPLOYEE, WHAT CAN I DO IF HARASSED?

A REMEMBER THE 5 Cs: CONFRONT, CHRONICLE, CORROBORATE, CONSULT, & CONFIDENTIALITY

* SEEK OUT A TRAINED EQUITY BOARD MEMBER

Q HOW DO I INITIATE A GRIEVANCE PROCEDURE?

A INFORMAL PROCEDURES & FORMAL PROCEDURES

DIFFERENCES IN COMMUNICATION STYLES

VERBAL COMMUNICATION

- Self-Disclosure
- Aggressiveness
- Interruption

NONVERBAL COMMUNICATION

- Personal Space
- Touching
- Smiling

Categories adapted from a paper, "Preventing Sexual Harassment Through Male-Female Communication Training" presented by Cynthia Berryman-Fink at the Speech Communication Association Convention, Chicago, October 1992.

INTERACTIONS, EXPECTATIONS, AND THEIR EFFECTS*

ASSERTIVE BEHAVIOR

shares power - influences and is influenced by others
positively affirms rights of self and others
increases communication repertoire
is task-oriented and productive
is professional and efficient
confronts problems directly
has ability to negotiate
shows flexibility
is open

AGGRESSIVE BEHAVIOR

maintains position of power
initiates touch
interrupts
smiles infrequently
withholds personal information
controls and changes topic
controls speaking time
expands personal space
invades others' personal space

SUBMISSIVE BEHAVIOR

has little or no power
is touched
is interrupted
smiles often
self-discloses
responds to topic
speaking time is limited
is allowed little space
personal space is invaded

DEFENSIVE-REACTIVE BEHAVIOR

negative response to real or perceived lack of power
uses time inefficiently or non-productively
procrastinates and "forgets" tasks
becomes silent or withdraws
is resistant and resentful
may complain to others
avoids interactions
reacts rigidly
is closed

* L.M. Hutchinson, January 1993, work in progress

EVALUATION

This evaluation gives you an opportunity to express your views about the Chautauqua presentation on the Walsh College Discrimination Policy. Please use a #2 pencil to mark your responses to items #1-14 on the Scantron Form. Responses to items #15 & 16 are to be written on the back of the form. Do NOT write your name on the scantron form. For #1-14 please use the following scale for responding:

A	B	C	D	E
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree

1. After attending the Chautauqua, I now have a better understanding of what is meant by harassment/discrimination.

2. I understand the purpose of the Equity Board.

3. I understand the procedures for making an informal complaint.

4. I would initiate a complaint if harassed by another student.

5. I would seek out an Equity Board member to talk over harassment/discrimination situations.

6. The Chautauqua presentations by Equity Board members helped me understand how harassment/discrimination can occur on campus.

7. I believe harassment/discrimination toward an individual or group is allowable in some situations.

8. I would initiate a complaint if harassed by a Walsh College professor.

9. The Chautauqua presentations by Equity Board members increased my awareness of harassment/discrimination issues.

10. I would initiate a complaint if harassed by any Walsh College staff (maintenance, cafeteria, coaching, secretarial, library, health care, student services, etc.).

11. I believe the issue of harassment/discrimination at Walsh College is important to discuss.

12. I would initiate a complaint if harassed by a Walsh College administrator (president, deans, directors).

13. I understand how to make a formal complaint.

OVER ⟶

14. The Chautauqua presentations by Equity Board members identified ways to help me avoid harassment/discrimination situations.

15. On the back of the scantron form please explain in what ways your *knowledge or awareness* about harassment/discrimination has increased due to the Chautauqua presentations.

16. On the back of the scantron form please write any questions you may have about harassment/discrimination or the discrimination policy.

THANK YOU FOR COMPLETING THE EVALUATION.

HARASSMENT QUESTIONNAIRE

On the scantron form please use a #2 pencil to mark your responses to the questions. Do NOT write your name on the scantron form.

1. Have you been subjected to sexual harassment while working at Walsh College?
   a. yes
   b. no --- IF NO, SKIP TO QUESTION 8.

2. If you answered "yes" to question 1, what did you experience (mark on the scantron form all that apply)?
   a. annoying or degrading remarks about sex
   b. sexual relations I did not want
   c. touching I did not want
   d. annoying or degrading comments about my body
   e. pressure to engage in sexual activity, but without job-related threats

3. If you answered "yes" to question 1, what did you experience (mark on the scantron form all that apply)?
   a. annoying or degrading remarks about my appearance
   b. threats or suggestions that my job, working conditions, etc., depended on submitting to sexual demands
   c. annoying or degrading comments about someone else's body
   d. other kinds of demands to pressure me to give in to sexual demands

4. Who harassed you?
   a. co-worker
   b. supervisor, boss, or administrator
   c. student
   d. faculty member

5. Did you take any action to end the harassment?
   a. yes
   b. no

6. If you told the person harassing you that you objected to his/her behavior, did the harassment stop?
   a. yes
   b. no
   c. I did not tell the person that I objected.

7. Would you have filed a complaint if there had been a procedure for you to do so?
   a. yes
   b. no

8. Do you know of anyone at Walsh College who has been harassed and is afraid to object or complain?
   a. yes
   b. no

OVER ⟶

9. If you responded "yes" to question 8, is this person male or female?
   a. male
   b. female

10. Has harassment (or your fear of it) distracted you from work and reduced your efficiency?
   a. yes
   b. no

11. How concerned are you about retaliation if you file a complaint?
   a. I am very concerned.
   b. I am somewhat concerned.
   c. I am not concerned.

12. In your opinion is sexual harassment a problem at Walsh College?
   a. yes
   b. no

13. In your opinion is racial harassment a problem at Walsh College?
   a. yes
   b. no

14. In your opinion is religious harassment a problem at Walsh College?
   a. yes
   b. no

15. Are you male or female?
   a. male
   b. female

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

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AUDIOVISUAL MATERIAL

Dangerous Propositions. Lifetime, (cable).

Sexual Abuse and Harassment: Causes, Prevention, Coping. Guidance Associates, 1987. ***

Sexual Harassment: Issues and Answers. College and University Personnel Association, 1991. ***

Sexual Harassment: The Campus Perspective. University of Minnesota.

Sexual Harassment in Higher Education. University of California, Irvine.

You Are the Game: Sexual Harassment on Campus. Indiana University.

Your Right to Fight: Stopping Sexual Harassment on Campus. State University of New York, Albany.

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